

Big Idea/Reporting Category: Structure in the Arts (1) Understanding of the various structural components of the arts is critical to conceptual development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce artworks and interpret or critique artworks from other artists, cultures, and historical periods.		
High School		
Interrelationships Among the Arts		
AH-HS-1.5.1 <i>Students analyze and/or explain how ideas and emotions are expressed in theatre are similar or different to ideas and emotions expressed in dance, music, and visual arts.</i>		
Music		
AH-HS-1.1.1 Students analyze, evaluate, describe and/or explain the use elements of music in musical compositions. (Incorporates prior knowledge about elements from grades primary through 8) Elements of music: Rhythm, Melody, Form (rondo, theme and variations, musical forms of opera: overture, aria, recitative), Timbre, Harmony, Tempo, Dynamics		
Dance		
AH-HS-1.2.1 Students analyze, evaluate, describe and/or explain how choreographers and dancers use the elements and choreographic forms, styles of dance to communicate ideas and feelings through creating and performing. (Incorporates prior knowledge about elements from grades primary through 8) Elements: Choreographic Forms: Styles: Space, time, force theme and variation, rondo, narrative (e.g., ballet, tap, jazz, modern)		
AH-HS-1.2.2 <i>Students describe and/ or analyze the relationship among music, costumes, lighting, props/scenery and choreography.</i>		
Drama/Theatre		
AH-HS-1.3.1 Students analyze, evaluate, identify and/or describe the use of technical elements, literary elements, and performance elements in a variety of dramatic works. Elements of drama: <u>Technical elements</u> (production): set, lighting, sound, costumes, spectacle <u>Literary elements</u> (dramatic): Plot structures: exposition, development, climax, reversal (turning point), denouement, tension; character developments: protagonist, antagonist; literary devices: symbolism, foreshadowing <u>Performance elements</u> : dialogue, monologue, soliloquy, character motivation, voice, sensory recall.		

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High School

Visual Arts

AH-HS-1.4.1

Students analyze, evaluate, describe and/or explain the use of the elements of art and principles of design.

Elements of art:

Line, shape, form, texture, space (perspective, aerial, 2 point), value (lightness and darkness, tints and shades), color and color theory (primary, secondary, intermediate hues), intensity (brightness and dullness), color schemes (triadic, complementary, analogous)

Principles of Design:

Balance (symmetry/asymmetry), emphasis (focal point), pattern, repetition, contrast, variety, movement, rhythm, proportion, transition/gradation, and unity

AH-HS-1.4.2

Students identify, describe and/ or explain the use of media and art processes in creating artworks.

Media (plural)/Medium (singular)

two-dimensional: paint (watercolor, tempera, oil, and acrylic), fabric, yarn, paper, ink, pastel (oil and chalk), fiber, photography, and computer design

three-dimensional: clay, wood (constructive), glass, metal, stone, and plaster

Art processes:

two-dimensional: drawing, painting, fiber art (e.g. fabric printing, stamping, batik, tie dye)

three-dimensional: textiles, fiber art (e.g. constructing with fiber, weaving, rugs, crocheting, knitting, quilting), ceramics, sculpture, architecture

<p>Big Idea/Reporting Category: Humanity in the Arts (2) The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually experience the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.</p>
<p>High School</p>
<p>Interrelationships Among the Arts</p>
<p>AH-HS-2.5.1 <i>Students compare one art form (e.g. music) to another (e.g. visual arts) from the same stylistic period in another arts discipline (e.g., Impressionism: Monet to Debussy).</i></p>
<p>Music</p>
<p>AH-HS-2.1.1 Students analyze, evaluate, describe and/or explain how factors such as time, place, and ideas are reflected in music from the following cultures and periods.</p> <p>European Culture and Style Periods: Renaissance (Palestrina, polyphony and counterpoint (multiple melodic lines simultaneously) are prominent in music, the rise of instrumental and secular music) Baroque (Bach and the fugue, Handel and oratorio) Neo-Classicism/"Classical" (Mozart & Haydn – true classical style, Beethoven- transition from classical to romantic) Romanticism (Tchaikovsky - influence on ballet, Wagner- influence on opera) Impressionism/Post-Impressionism (Debussy, Ravel – symbolism in music) Modern & Contemporary (Stravinsky – influence on Russian ballet)</p> <p>American Culture and Style Periods: Modern and Contemporary (Gershwin - jazz in classical forms, Copland – distinctively American classical music, Ellington – the sophistication of jazz)</p>

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High School	
Dance	
AH-HS-2.2.1 Students analyze, evaluate, describe and/or explain how factors such as time, place, and ideas are reflected in dance from the following cultures and periods.	
European Culture and Style Periods: Renaissance (court dances) Baroque (development of ballet) Romanticism (golden age of ballet) Modern and Contemporary (Balanchine, Baryshnikov, Fokine – the revitalization and 20 th century prominence of Russian ballet)	
American Culture and Style Periods: Realism (folk and social dance) Modern and Contemporary (Alvin Ailey – acclaimed black choreographer incorporation of traditional African roots, African - American themes, Martha Graham – abandoning traditional steps of ballet, portrayed characters in woman’s viewpoint)	

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High School	
Drama/Theatre	
AH-HS-2.3.1 Students analyze, evaluate, describe and/or explain how factors such as time, place, and ideas are reflected in drama from the following cultures and periods.	
European Culture: Renaissance (Commedia Dell'arte, Shakespeare) Neo-Classicism/"Classical" (satire) Romanticism (melodrama)	
American Culture: Modern & Contemporary (impact of technology on drama/theatre, the development of American musical theatre)	

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High School	
Visual Arts	
AH-HS-2.4.1 Students analyze, evaluate, describe and/or explain how factors such as time, place, and ideas are reflected in visual art from the following cultures and periods: Islamic and Judaic Culture: (Islamic architecture) European Culture and Style Periods: Renaissance (Da Vinci, Michelangelo – “the Renaissance man” artists with broad learning and skills) Baroque (Rembrandt – Dutch Baroque, theatrical use of light in paintings, Caravaggio – harsh realities, used common people as models) Neo Classicism (David – distinctive Neo-Classical style associated with French revolution, Jefferson – classical architecture in America reflects ideals of newly independent United States) Romanticism (Constable - landscapes, Goya – examined violence, greed, and foolishness of society) Realism - (Courbet – attention on the poor and ordinary, Manet – a snapshot of modern life, leisure, upper-middle class and the city, Mary Cassatt – domestic social life of well off women an early “professional” woman artist) Impressionism/Post-Impressionism (Monet - tried to capture light as a moment of time, Van Gogh – used expressionistic color to escape harsh realities) Modern and Contemporary (Dali – rational struggles against irrational, Picasso – multiple style periods, cubism, Jacob Lawrence-African American artist, subject matter includes social injustice) American Culture and Style Periods: Modern & Contemporary (Warhol – popularized middle class culture, O’Keefe – hard edge images with feminist overtones, Wright – American architecture, Lang – photography, depression era)	

Big Idea/Reporting Category: Purposes for Creating the Arts (3) The arts have played a major role throughout the history of humans. Because of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to express specific emotions or feelings, in a narrative manner to tell stories, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.	
High School	
Music	
AH-HS-3.1.1 Students analyze, evaluate, describe and/or explain how music fulfills a variety of purposes.	
Purposes of music: Ceremonial: (ritual, celebration, commemoration) Recreation: (for recreation, to support other recreational activities) Artistic Expression: (to express or communicate emotion, feelings, ideas, information (narrative))	
Dance	
AH-HS-3.2.1 Students analyze, evaluate, describe and/or explain how dance fulfills a variety of purposes.	
Purposes of dance: Recreational: (for recreation, to support recreational activities. e.g. ballroom, line dancing, aerobic) Artistic expression: (to express or communicate emotion, feelings, ideas, information (narrative)) Ceremonial: (e.g., commemorative, ritual)	

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High School	
Drama/Theatre	
AH-HS-3.3.1 Students analyze, evaluate, describe and/or explain how drama/theatre fulfills a variety of purposes. Purposes of Drama/Theatre: <u>Sharing the human experience:</u> (to express or communicate emotion, feelings, ideas, information) <u>Passing on tradition and culture:</u> (to express or communicate feelings, ideas, information (narrative)) <u>Recreational:</u> (for entertainment)	
Visual Arts	
AH-HS-3.4.1 Students analyze, evaluate, describe and/or explain how art fulfills a variety of purposes. Purposes of Art: <u>persuasive:</u> (advertising, marketing, propaganda) <u>ceremonial:</u> (ritual, celebration, commemoration) <u>artistic expression:</u> (to express or communicate emotion, feelings) <u>narrative:</u> (tell stories, describe and illustrate experiences, to communicate ideas or information) <u>functional:</u> (artistic objects used in everyday life)	

<p>Big Idea/Not A Reporting Category: Processes in the Arts (4) There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.</p>
High School
Music
<p>AH-HS-4.1.1 <i>Students create and notate music.</i></p>
<p>AH-HS-4.1.2 <i>Students improvise rhythmic and/or melodic embellishments and variations on given melodies.</i></p>
<p>AH-HS-4.1.3 <i>Students sing or perform on instruments, alone or with others, by reading basic music notation (with practice)</i></p>
<p>AH-HS-4.1.4 <i>Students identify skills and training necessary for a variety of careers related to music.</i></p>
Dance
<p>AH-HS-4.2.1 <i>Students create and individual or a group dance using dance elements (space, time and force) that communicates thought, ideas and feelings.</i></p>
<p>AH-HS-4.2.2 <i>Students demonstrate appropriate alignment, strength, and flexibility while performing dance movement.</i></p>
<p>AH-HS-4.2.3 <i>Students perform dances utilizing various forms. (Choreographic forms: theme and variations, rondo, narrative)</i></p>
<p>AH-HS-4.2.4 <i>Students perform dances from various historical periods and cultures.</i></p>
<p>AH-HS-4.2.5 <i>Students identify skills and training for a variety of careers related to dance.</i></p>

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High School
Drama/Theatre
<p>AH-HS-4.3.1</p> <p><i>Students create and perform using elements of drama. (Literary-script writing, Technical- designing and directing, Production- acting)</i></p>
<p>AH-HS-4.3.2</p> <p><i>Students identify skills and training necessary for a variety of careers related to drama.</i></p>
Visual Arts
<p>AH-HS-4.4.1</p> <p><i>Students incorporate the elements of art and principles of design to generate several solutions to a variety of visual art problems.</i></p>
<p>AH-HS-4.4.2</p> <p><i>Students use media and processes, subject matter, symbols, ideas, and themes to communicate cultural and aesthetic values.</i></p>
<p>AH-HS-4.4.3</p> <p><i>Students identify skills and training necessary for a variety of careers in visual arts.</i></p>